

INSIDE THE GLASS CASE

Lesson Plan:
Trust No Fox

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HOLOCAUST MEMORIAL CENTER
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Recommended grade levels • Middle & High School

Suggested timeframe • 1 class period

Historical Context

Antisemitism

- According to the [IHRA](#), antisemitism “is a certain perception of Jews, which may be expressed as hatred toward Jews. Rhetorical and physical manifestations of antisemitism are directed toward Jewish or non-Jewish individuals and/or their property, toward Jewish community institutions and religious facilities.”
- Antisemitism is often referred to as the “longest hatred” because [it has existed for centuries](#). The Nazis did not invent antisemitism, and it did not end with the Holocaust.
- There are still instances of antisemitism today. According to the [ADL](#), “In 2019 and 2020, there were 11,026 incidents of extremism or antisemitism in the United States.”

Nazi Ideology

- [Nazi ideology](#) was a racial ideology that divided people into ranked groups. These races were in competition with one another.
- Germans or Aryans were considered to be the superior race, whereas Jews were seen as dangerous creatures that merely looked human.

Propaganda

- The Nazis used [propaganda](#) to spread their ideology to millions of Germans.
- Just after Adolf Hitler came to power in 1933, he established the [Reich Ministry of Propaganda](#). Headed by Joseph Goebbels, this ministry used accessible media - books, radios, newspapers, posters, and the like - to spread carefully crafted messages to the German people.



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Goals & Objectives

Students will know:

- That propaganda is a powerful tool to spread beliefs and ideology, indoctrinate others, and breed complicity.

Students will understand:

- The impact that propaganda can have on individuals in society.

Students will be able to:

- Critically analyze propaganda and identify the stereotypes and messages being put forth.

Procedure

Opening Activity:

- Ask students to recall some children's books they have read. What themes and values were taught? Have students share. Have examples ready if needed of common books that might teach friendship, manners, kindness, or faith.

Step 1:

- Show the cover of *Trust No Fox On His Green Heath & No Jew On His Oath* to the students. Explain background information on the book. Ask students: What are the images meant to convey? What impact does the title have on the reader?

Step 2:

- Explain that this children's book is a piece of propaganda. Provide a definition of propaganda to be used throughout the course of the class. (Definition from *Echoes & Reflections*: False or partly false information intended to shape people's opinion and action that fulfills the propagandist's intent.)

Step 3:

- Use the first sample page from *Trust No Fox*, model the how to analyze a photo using the [Image Analysis Procedure](#) from *Facing History and Ourselves*.



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Procedure (continued)

Step 4:

- Students break into small groups and complete the same analysis on the rest of the sample pages from *Trust No Fox*.

Step 5:

- Have a class discussion on what lessons children would have learned from this book.

Step 6:

- Writing reflection: Students respond to the following prompt:
 - What are your reactions to the images we saw from *Trust No Fox*?
 - Why do you think this book was written for young children?
 - What impact do you think the book had on young readers?
 - What are the dangers of propaganda?

Content Standards

Social Studies Content Expectations: Grade Seven (Michigan)

- 7-H1.2.1
 - Historical Inquiry and Analysis
 - Explain how historians use a variety of sources to explore the past. Examples may include but are not limited to: artifacts, primary and secondary sources including narratives, technology, historical maps, visual/mathematical quantitative data, radiocarbon dating, and DNA analysis.
- 7-H1.2.3
 - Historical Inquiry and Analysis
 - Identify the point of view (perspective of the author) and context when reading and discussing primary and secondary sources.

Michigan's Grade Level Content Expectations for Social Studies (9-12)

- WORLD HISTORY
 - 7.1.3
 - Global or Cross-Temporal Expectations
 - Genocide in the 20th Century – differentiate genocide from other atrocities and forms of mass killing and explain its extent, causes, and consequences in the 20th century and to the present.



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Content Standards (continued)

- 7.2.6
 - Interregional or Comparative Expectations
 - Case Studies of Genocide – analyze the development, enactment, and consequences of, as well as the international community’s responses to, the Holocaust (or Shoah), Armenian Genocide, and at least one other genocide. Examples may include but are not limited to: investigating the ideology and policies that led to genocide; policies to address and prevent genocide; cases studies of genocides such as Herero and Namaqua, Cambodia, Rwanda, Ukraine, and/or Bosnia.
- UNITED STATES HISTORY
 - 7.2.4
 - Responses to Genocide – investigate the responses to Hitler’s Final Solution policy by the Allies, the U.S. government, international organizations, and individuals. Examples may include but are not limited to: concentration camp liberation, Nuremberg war crimes tribunals, and actions by individuals such as Oskar Schindler and Irena Sendler.

C3 Framework

- D1.5.9-12. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.
- D2.His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.
- D2.His.11.9-12. Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.
- D2.His.13.9-12. Critique the appropriateness of the historical sources used in a secondary interpretation.
- D3.2.9-12. Evaluate the credibility of a source by examining how experts value the source.